

Swaythling Primary School



Information Report 2025- 2026

Our School



Our School Vision

Swaythling Primary School is a mainstream school that serves the needs of the community of Swaythling, Southampton. At Swaythling Primary School, we strive to ensure that all children regardless of their social, economic background, additional needs or disability can achieve their potential through a high-quality education and are supported to make progress at their level regardless of their academic acclimation.

SEND Information

Swaythling Primary School currently has 210 children on role (September 2025)

There are currently 54 children on the SEND register with a range of needs. This is 25.7% of the school intake.

The main identified areas of need are as follows:

- Cognition and learning 15%
- Communication and Interaction 40%
- Sensory and Physical 0.03%
- Social, Emotional and Mental Health (SEMH) 30%

The 8 children that have an EHCP (15%) are supported with all of the above provision as required.



Special Educational Needs

At Swaythling Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the 'SEND Code of Practice 2014':

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

If a child has SEND, then their needs will be found in one or more of these

categories. Provision for SEND is defined as support which is **additional to** or **different from** that which is available to all pupils.

Pupils at Swaythling are identified as having SEND in a variety of ways, including:

- Concerns are raised by parents/carers
- Concerns are raised by teachers, teaching assistants, or the pupil's previous school
- There is lack of progress
- The pupil is performing significantly below age related expectations
- Liaison with external agencies

If a pupil is identified as having SEND then their name will be added to the SEND Register, however, we recognise that the pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold, they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.



Identifying and Assessing Needs

At Swaythling Primary School, we work closely as a team and if staff have a concern about a child, they discuss this with the SENCo and then discuss concerns with parents. With parent's agreement we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review' and the child could be placed on the SEND register. We will share the targets the child is working on and the support they are receiving with parents, and welcome input from home.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.





Our approach to teaching children with SEND

Swaythling Primary school is an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide small group support.

Each child on the SEND register will have a Learning Plan in place which is reviewed regularly.

As a school we are embracing the Mastery Approach to enable all pupils to achieve. We encourage all pupils to aim high and this teaching approach enables pupils to close the gap and reach age-related expectations.

When a pupil has been identified with additional needs, their learning will be supported as appropriate by the class teacher to enable them to keep pace with the learning.

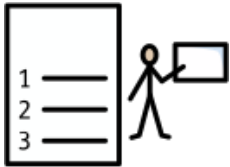
Teaching Assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

Same day intervention and/or pre-teaching will take place to reinforce that day's learning and prepare the learner for the next day's lesson.

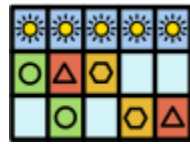
If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils grips, enlargers etc.

We use the Ordinarily Available Provision produced by the Local Authority to guide us (produced 2023) and found here:

<https://www.southampton.gov.uk/schools-learning/send-local-offer/professionals/inclusive-education-audit/support/ordinarily-available-provision-guidance/>



Curriculum adaptations



Visual timetables



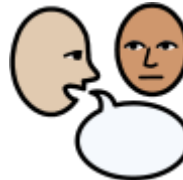
Task boards



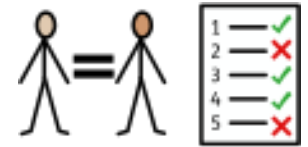
Peer mentoring



Assistive technology



Talk partners



Peer marking



Self-assessment



Word banks



Positive behaviour



Ear defenders



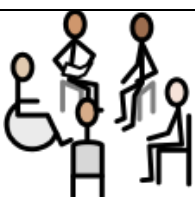
Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Swaythling Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Our SENCo is available to meet at any time during the year and at regular SENCo drop ins and parents' evenings to discuss any concerns. You can contact her on 02380 552252.

For children who have an Education, Health and Care Plan annual reviews take place and paperwork is completed with a copy being sent home and to the Local Authority.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Pupils are given opportunities to:

Self-assess how they are doing.	Attend meetings and help decide the support needed.	Feedback and review their progress/interventions.
		



Evaluating Provision

Provision is reviewed as part of the ongoing Assess, Plan, Do and Review approach as well as at key points in the school year. This includes:

- Discussions in SLT meetings.
- Discussions and the sharing of ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENCo.
- Holding annual reviews for children with Education Health Care Plans.



Staff Training

At Swaythling Primary School, we believe in professional development and aim to ensure all our staff regardless of their level and background expertise have the understanding they need to enable them to support your child.

Our SENCo is relevantly qualified, up to date on academic research and works collaboratively with other SENCos across the Local Authority and Aspire Community trust.

When a new member of staff joins the school, we ensure they understand the systems within our school and they are given relevant information about the children they are working with.

Both LSAs and teachers have regular training revolving around the CPD needs they have identified ensuring that they are up to date on relevant procedures and academic research.









Every member of our school staff has completed a yearlong 'Therapeutic Teacher programme' which supports all of our learners with developing their understanding of regulation and continues to promote our 'THINK values'.

If your child needs specialist support from an outside agency, such as the

Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas:

When staff go on a course, they have an opportunity to share what they have learned with the rest of the staff through CPD meetings.

			
Attention Autism (Bucket Therapy)	Makaton	Phonics	Sensory Needs
			
Specific Learning Difficulties	Complex Needs Training	Nurture Support	Speech and Language
			
De-escalation techniques	Attachment	Additional Reading Programs	



Transition Support

Pre-school to Reception



YR pupils join us from a number of different preschool settings. The YR teacher and SENCo will visit children in their preschool settings in the summer term prior to them starting school. We also host a number of 'stay and play' sessions where parents can chat with staff about any additional needs their child may have. Further transition meetings or visits can be arranged between the parents, preschool and school if necessary.

End of Academic Year Transition

We hold a transition day during the summer term which allows the children to go to their new classroom and meet their new class teacher. We are a small school and the children are often well known by all staff thus transitions tend to be smooth.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive and this is provided on a 1:1 basis.

Class teachers and LSAs meet with each other during the summer term to

	<p>discuss the needs of the children and share Learning Plans as well as knowledge about the children prior to the start of the new academic year.</p> <p style="text-align: center;"><u>Secondary Transition</u></p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible. This may include additional visits. As well as our FISO and PEO supporting both children and families with this change.</p> <p style="text-align: center;"><u>Mid-Year new starters</u></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.</p>
<div style="text-align: center;">  <p>Outside Agencies</p> </div>	<p>We work with the following agencies to provide support for children with SEND:</p> <ul style="list-style-type: none"> ● Southampton Educational Psychology Service ● School Nurse Service ● Children and Family Wellbeing Service ● NHS Speech and Language Therapy (SALT), ● Speech and Language Support Assistants (SALSA), ● Physiotherapy and occupational therapy ● Visual and Hearing impairment team, ● Private Educational Psychologists ● School Inclusion Partnership Outreach Programme (SIP) <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share any reports or recommendations with you.</p>
<div style="text-align: center;">  <p>Clubs and Trips</p> </div>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips and residentials.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school ambassadors, librarians etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school’s accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCo.

If you are still unhappy with the school's response to your concern, you may wish to raise a formal complaint following the school's 'Complaint Policy' accessible on the school's website.

Southampton Local Offer

The Southampton Local Authority Local Offer can be found at:

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>



Feedback

From pupils

"I learn something new every day."

"Everyone is welcome."

"When I need help, I can always ask the teachers."

"Everyone is very kind."

"I like that all the teachers are very comforting so when you're feeling down, they can always make you smile."

From parents

"Helpful and inclusive"

"There is easy communication between us parents, and the teacher."

"I also want to applaud the introduction of forest school and the extension of this provision - my child thrives in this environment."

"There are many staff that work very hard to support my child ... They are members of staff that my child can trust and feel safe with."

"The school does a fantastic job of establishing practices, that promote my child's wellness at setting achievable targets to help them reach their full potential."

"The teachers are outstanding and provide excellent support for the diverse range of children around the school."